PEORIA UNIFIED SCHOOL DISTRICT

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PUSD Site Administrator Evaluation
Introduction

This document was transformed from the Colorado Model Educator Evaluation System for Principals and Assistant Principals, with permission and support from the Colorado Department of Education. A committee comprised of K12 Administrators, Principals, and Assistant Principals used the Arizona Framework for Measuring Educator Effectiveness to guide their work. With the passage of ARS 15-2-03, Peoria Unified School District is embarking upon a sweeping revision of its approach to evaluating the performance of teachers, principals, and other licensed education professionals. Implementation of this new approach will take significant time and commitment from everyone in our system. In addition, the implementation must be planned thoughtfully and with a focus on key leverage activities and efficiencies.

ARS 15-203 was passed during the 2011 legislative session. Designed to make the licensed educator evaluation process more comprehensive, professionally useful, and focused on student achievement, this law anticipates that Arizona school districts and the state will transform current evaluation processes that focus primarily on compliance into more rigorous and supportive processes that provide for continuous professional learning and improvement.

ARS 15-203 was prompted by the perception that educator evaluation had been a compliance activity, with pro forma observations and write-up designed to satisfy minimum statutory requirements. While Individual districts had developed rigorous and meaningful feedback systems for educators, many districts looked at evaluation as just another activity with another set of required paperwork. In addition, ARS 15-203 shifted the determination of performance from one based primarily based on input to a more collaborative approach and based on results, in the form of student academic growth and achievement.

ARIZONA REVISED STATUTE § 15-203(A)(38)

The State Board of Education shall…*"on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013."*

Overview of the ISLLC Standards (Leadership Standards)

The Interstate School Leaders Licensure Consortium (ISLLC) were developed in 2008 by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration. These standards help to define strong school leadership and serve as a guide to leaders so they may provide the necessary environment to promote the success of every student.

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Overview of the Evaluation Domains and Components

Domain 1: Site Administrator Demonstrates Strategic Leadership

Component 1a - School Vision, Mission and Strategic Goals: Site Administrator develops the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitating their integration into the life of the school community. (ISLLC Standard 1)

Component 1b - Continuous Improvement Plan: Site Administrator ensures that the continuous improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data. (ISLLC Standard 2)

Component 1c - Leading Change: Site Administrator collaboratively develops a vision and leads implementation strategies for improvement and changes which result in improved achievement and developmental outcomes for all students. (ISLLC Standard 2)

Component 1d - Distributive Leadership: Site Administrator creates and utilizes processes to distribute leadership and decision making throughout the school. (ISLLC Standard 1)

Domain 2: Site Administrator Demonstrates Instructional Leadership

Component 2a – **Curriculum, Instruction, Learning and Assessment**: Site Administrator enables school-wide conversations about standards for curriculum, instruction, assessment and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school's curriculum and instructional approaches. (ISLLC Standard 1 and 2)

Component 2b - **Instructional Time**: Site Administrator creates processes and schedules which maximize instructional, collaborative and preparation time. (ISLLC Standard 3)

Component 2c - **Implementing High-quality Instruction**: Site Administrator supports teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant and appropriate instruction and learning experiences are delivered to and for all students. (ISLLC Standard 2 and 3)

Component 2d - **High Expectations for all Students**: Site Administrators holds all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes. (ISLLC Standard 1

Domain 3: Site Administrator Demonstrates Cultural and Equity Leadership

Component 3a - **Purposeful Community**: Site Administrator articulates and models a clear vision of the school's culture, and involves students, families and staff in creating a climate that supports it. (ISLLC Standard 1 and 2)

Component 3b – **Commitment to using Every Student, Every Day, Prepared to meet Tomorrow**: Site Administrator values the cognitive, physical, social and emotional health and growth of every student. (ISLLC Standard 1 and 5)

Component 3c - **Embracing Diversity**: Site Administrator demonstrates a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and providing direction in meeting the needs of diverse student talents, experiences and challenges. (ISLLC Standard 2, 4 and 5)

Component 3d - **Efficacy, Empowerment and a Culture of Continuous Improvement**: Site Administrator fosters a school culture that encourages continual improvement through innovation, risk-taking and data driven decision making. (ISLLC Standard 2)

Domain 4: Site Administrator Exhibits Leadership and Staff Development of Staff to Impact Student Achievement

Component 4a – **Professional Development/Learning Communities**: Site Administrator ensures that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teachers in a manner that is consistent with the District's mission, vision, policies and strategic plan. (ISLLC Standard 2)

Component 4b – **Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff**: Site Administrator establishes and effectively manages processes and systems that ensure a high-quality, high-performing staff. (ISLLC Standard 3)

Component 4c - **Teacher and Staff Evaluation**: Site Administrator evaluates staff performance using the District's evaluation tools in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement. (ISLLC Standard 2, 3 and 5)

Domain 5: Site Administrator Demonstrates Managerial Leadership

Component 5a - School Resources and Budget: Site Administrator establishes systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement and healthy development for all students. (ISLLC Standard 3)

Component 5b - Conflict Management and Resolution: Site Administrator effectively and efficiently enriches the relationship among and between parents/guardians, students and staff. (ISLLC Standard 3 and 6)

Component 5c - Systematic Communication: Site Administrator facilitates the design and utilization of various forms of formal and informal communication with all school stakeholders. (ISLLC Standard 1 and 3)

Component 5d - School-wide Expectations for Students and Staff: Site Administrator understands the importance of clear expectations, structures, rules and procedures for students and staff. (ISLLC Standard 1 and 3)

Component 5e - Supporting Policies and Procedures: Site Administrator familiarizes themselves with PUSD policies and procedures, and local, state and federal laws to insure they are consistently met. (ISLLC Standard 6)

Domain 6: Site Administrator Demonstrates External Development Leadership

Component 6a - Family and Community Involvement and Outreach: Site Administrators designs structures and processes that engage and support family and community ownership of the school. (ISLLC Standards 1, 3, 4 and 6)

Component 6b - Professional Leadership Responsibilities: Site Administrator strives to improve the profession by collaborating with their colleagues, District leadership and other stakeholders to drive the development and successful implementation of PUSD initiatives. (ISLLC Standard 1, 3 and 6)

Component 6c - Advocacy for the School: Site Administrator develops systems and relationships to leverage the District and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families (ISLLC Standard 3 and 4)

Overview of the Arizona Framework for Measuring Educator Effectiveness

Principals are the instructional leaders of our schools and ultimately responsible for student achievement in all content areas and grade-levels. For this reason the framework for principal evaluation instruments is most directly tied to school-level student achievement data.

	School-Level Data	System / Program level Data	Instructional Leadership
ALL PRINCIPALS	• AIMS (aggregate school or grade level results) • Stanford 10 (aggregate school or grade level results) • District/School Level Benchmark Assessments • AP, IB Cambridge International, ACT Quality Core • AZ LEARNS Profiles • Other valid and reliable data *Required* *School-level elements shall account for at least 33% of evaluation outcomes.*	• Survey data • Grade level data • Subject area data • Program data • Other valid and reliable data *Optional* *These elements shall account for no more than 17% of evaluation outcomes; however, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome*	Evaluation instruments shall provide for periodic performance reviews of all principals. LEAs may develop their own rubrics for this portion of principal evaluations; however, these rubrics shall be based upon National standards, as approved by the State Board of Education. *Required* *Instructional Leadership results shall account for no more than 50 - 67% of evaluation outcomes.*

The committee chose the following model with 50% of the total score representing leadership practices and 50% of the score representing student achievement data. A visual representation is found below.
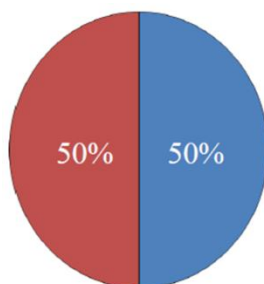
The data points will be inclusive of all valid and relilable data points for the school including the following: AZ Learns, Parent Survey, Climate Survey, and Student Survey.

Scoring

Leadership Practices – The scores for each Domain will be averaged. The Domain scores will be averaged to arrive at one final score.

Data – All data scores will be averaged to arrive at one final score. Where both growth and composite scores are available, the site administrator may choose between the two.

Putting the Data and the Domains Together – The data score will be averaged with the domain score to arrive at one final score.

Rubric Score Sheet

Rating	Score	Range				
Excelling	3.20-4.0	0.8				
Proficient	1.80-3.19	1.4				
Developing	1.40-1.79	0.4				
Unsatisfactory	1.0-1.39	0.4				

Grade Level Components	Data Point	Formula	1	2	3	4
District Math Assessments	District Composite	FAY - Percent of Students @ 70% or Above	0-49	50-64	65-79	80-100
District English Assessments	District Composite	FAY - Percent of Students @ 70% or Above	0-49	50-64	65-79	80-100
District Arts Assessments	District Composite	FAY - Percent of Students @ 70% or Above	0-49	50-64	65-79	80-100
District Science Assessments	District Composite	FAY - Percent of Students @ 70% or Above	0-49	50-64	65-79	80-100
District Social Studies Assessments	District Composite	FAY - Percent of Students @ 70% or Above	0-49	50-64	65-79	80-100
9	SAT 10 Math	FAY - Median Percentile Rank	0-29	30-54	55-69	70+
9	SAT 10 Reading	FAY - Median Percentile Rank	0-29	30-54	55-69	70+
9	SAT 10 Language	FAY - Median Percentile Rank	0-29	30-54	55-69	70+
10-12	AIMS Math Performance Level Composite	FAY - Percent of Student at Meets/Exceeds	0-49	50-64	65-79	80-100
10	AIMS Math Growth Perc	FAY - Median Percentile Rank	0-16	17-50	51-74	75+
10-12	AIMS Reading Performance Level Composite	FAY - Percent of Student at Meets/Exceeds	0-69	70-79	80-89	90-100
10	AIMS Reading Growth P	FAY - Median Percentile Rank	0-16	17-50	51-74	75+
10-12	AIMS Write Performance Level Composite	FAY - Percent of Student at Meets/Exceeds	0-49	50-64	65-79	80-100
10	AIMS Science Performance Level Composite (Three year District History 43-53)	FAY - Percent of Student at Meets/Exceeds	0-16	17-50	51-74	75+
11	ACT Math (3 year District	% of Student Career and College Ready	0-5	6-34	35-50	51+
11	ACT Reading (3 year District Range 25-33%)	% of Student Career and College Ready	0-5	6-34	35-50	51+
11	ACT English (3 year District Range 45-49%)	% of Student Career and College Ready	0-5	6-34	35-50	51+
11	ACT Science (3 year District Range 12-20%	% of Student Career and College Ready	0-5	6-34	35-50	51+
ALL	AZ Learns School Label		D	C	B	A
ALL	AP Assessments (currently not collected at District Level)	FAY - Percent of Student receiving a passing score	0-69	70-79	80-89	90-100
ALL	IB Assessments (currently not collected at District Level)	FAY - Percent of Student receiving a passing score	0-69	70-79	80-89	90-100
SEI Teachers	AZELLA Proficiency	FAY Reclassification as Proficient	0-16	17-50	51-74	75+
	AZELLA Growth A	FAY	0-16	17-50	51-74	75+
	AZELLA Growth B	1 pt for each step up, not to exceed four (Pre-Emergent to Proficient)				
	AZELLA Growth C	(-1) pt for each step down, not to exceed (-4) Proficient to Pre-Emergent				
ALL	Student Survey: 1. I am satisfied with the overall Quality of my school.	Sample Size Enough for a ±3 CI; Score taken from school level report	1.0-1.24	1.25-1.49	1.50-3.44	3.45-4.0
ALL	Survey Parent: 4. My child's school does an excellent job of educating students.	Sample Size Enough for a ±3 CI; Score taken from school level report by grade level	1.0-1.24	1.25-1.49	1.50-3.44	3.45-4.0
ALL	Survey Staff: Considering everthing, I am satisfied working at my school / department.	Sample Size Enough for a ±3 CI; Score taken from school / department level report by grade level	1.0-1.24	1.25-1.49	1.50-3.44	3.45-4.0

Elementary Site Administrator Rubric

Rubric Score Sheet

Rating	Score	Range		
Excelling	3.20-4.0	0.8		
Proficient	1.80-3.19	1.4		
Developing	1.40-1.79	0.4		
Unsatisfactory	1.0-1.39	0.4		

Grade Level Components	Data Point		Formula	1	2	3	4
District Math Assessments	District Composite		FAY - Percent of Students @ 70% or Above	0-49	50-64	65-79	80-100
K-1 ALL	K-1 Universal Math Composite	K-1 Universal Math Composite	FAY - Percent of Student at Benchmark by BM 3	0-49	50-64	65-79	80-100
K-1 ALL	K-1 Universal Math Growth	K-1 Universal Math Growth A	FAY $G = \dfrac{sum(FAY\ PTS)}{N(FAY)}$	0-49	50-64	65-79	80-100
		K-1 Universal Math Growth B	1 PT Student who remain at Benchmark, At-Risk to Tactical, and Tactical to Benchmark				
		K-1 Universal Math Growth C	2 PTS At-Risk to Benchmark				
		K-1 Universal Math Growth D	(-1) PT Benchmark to Tactical or Tactical to At-Risk				
		K-1 Universal Math Growth E	(-2) PTS Benchmark to At-Risk				
		K-1 Universal Math Growth F	0 PT for remaining at Tactical or At-Risk				
K-3 ALL K-6 ALL (if tested school wide)	DIBELS Composite NFS (if tested school wide)	DIBELS Composite NFS (if tested school wide)	FAY - Percent of Student at Core by DIBELS End	0-49	50-64	65-79	80-100
K-3 ALL K-6 ALL (if tested school wide)	DIBELS Growth (if tested school wide)	DIBELS Growth (if tested school wide) A	FAY $G = \dfrac{sum(FAY\ PTS)}{N(FAY)}$	0-49	50-64	65-79	80-100
		DIBELS Growth (if tested school wide) B	1 PT Student who remain at Core, Intestine to Strategic, and Strategic to Core				
		DIBELS Growth (if tested school wide) C	2 PTS Intensive to Core				
		DIBELS Growth (if tested school wide) D	(-1) PT Core to Strategic or Strategic to Intensive				
		DIBELS Growth (if tested school wide) E	(-2) PTS Core to Intensive				
		DIBELS Growth (if tested school wide) F	0 PT for remaining at Intensive or Strategic				
2-8	Final AZAC Composite	Final AZAC Composite	FAY - Percent of Student at AZAC Predicted Meets to Exceeds	0-69	70-79	80-89	90-100
3-8	AZAC Growth	AZAC Growth A	FAY $G = \dfrac{sum(FAY\ PTS)}{N(FAY)}$	0-69	70-79	80-89	90-100
		AZAC Growth B	.5 PT for student who moves up from cusp score to solid score or a solid score into a cusp score. Example Approach/Meets to Meets or Approaches to Approaches/Meets				
		AZAC Growth C	1 PT Student who remain at Meets to Exceeds, or move up one solid score not to include cusp scores as half steps				
		AZAC Growth D	2 PTS Falls Far Below to Meets, Approaches to Exceeds, FFB/Approach to Meets/Exceeds (Two full steps, not counting cusp scores)				
		AZAC Growth F	(-.5) PT for student who moves down from cusp score to solid score or a solid score into a cusp score. Example Approach/Meets Approach or Approaches to FFB/Approaches				
		AZAC Growth G	(-1) PT Student who move down one solid score not to include cusp scores as half steps				
		AZAC Growth H	(-2) PTS Meets to FFB, or Meets/Exceeds to FFB/Approaches (Two full steps, not counting cusp scores)				
		AZAC Growth I	0 PT for remaining at Approaches/Meets to FFB				
3-8	AIMS Math Performance Level	AIMS Math Performance Level Composite	FAY - Percent of Student at Meets/Exceeds	0-49	50-64	65-79	80-100
3-8	AIMS Math Growth Percentile	AIMS Math Growth Percentile	FAY - Median Percentile Rank	0-16	17-50	51-74	75+
3-8	AIMS Read Performance Level	AIMS Read Performance Level Composite	FAY - Percent of Student at Meets/Exceeds	0-69	70-79	80-89	90-100
3-8	AIMS Read Growth Percentile	AIMS Read Growth Percentile	FAY - Median Percentile Rank	0-16	17-50	51-74	75+
5-7	AIMS Write Performance Level Composite	AIMS Write Performance Level Composite	FAY - Percent of Student at Meets/Exceeds (2011 District Performance 55)	0-49	50-64	65-79	80-100
4,8	AIMS Science Performance Level Composite	AIMS Science Performance Level Composite	FAY - Percent of Student at Meets/Exceeds (Four Year History 69-72)	0-16	17-50	51-74	75+
3-8	Year-End District Math Assessment	Year-End District Math Assessment	FAY - Percent of Students @ 70% or Above	0-49	50-64	65-79	80-100
2-8	SAT 10 Language	SAT 10 Language	FAY - Median Percentile Rank	0-29	30-54	55-69	70+
2-8	SAT 10 Math	SAT 10 Math	FAY - Median Percentile Rank	0-29	30-54	55-69	70+
2-8	SAT 10 Reading	SAT 10 Reading	FAY - Median Percentile Rank	0-29	30-54	55-69	70+
5-8	Explore Math (3 year District Range 25-33%)	Explore Math (3 year District Range 25-33%)	% of Student On-track for Career and College Ready	0-5	6-34	35-50	51+
5-8	Explore Reading (3 year District Range 25-33%)	Explore Reading (3 year District Range 25-33%)	% of Student On-track for Career and College Ready	0-5	6-34	35-50	51+
5-8	Explore English (3 year District Range 45-49%)	Explore English (3 year District Range 45-49%)	% of Student On-track for Career and College Ready	0-5	6-34	35-50	51+
5-8	Explore Science (3 year District Range 12-20%)	Explore Science (3 year District Range 12-20%)	% of Student On-track for Career and College Ready	0-5	6-34	35-50	51+
ALL	AZ Learns School Label	AZ Learns School Label	Based on prior year's results	D	C	B	A
SEI Teachers	AZELLA	AZELLA Proficiency	FAY Reclassification as Proficient	0-16	17-50	51-74	75+
		AZELLA Growth A	FAY $G = \dfrac{sum(FAY\ PTS)}{N(FAY)}$	0-16	17-50	51-74	75+
		AZELLA Growth B	1 pt for each step up, not to exceed four (Pre-Emergent to Proficient)				
		AZELLA Growth C	(-1) pt for each step down, not to exceed (-4) Proficient to Pre-Emergent)				
ALL	Survey Parent: 4. My child's school does an excellent job of educating	Survey Parent: 4. My child's school does an excellent job of educating students.	Sample Size Enough for a ±3 CI; Score taken from school level report	1.0-1.24	1.25-1.49	1.50-3.44	3.45-4.0
ALL	Student Survey: 1. I am satisfied with the overall Quality of my	Student Survey: 1. I am satisfied with the overall Quality of my school.	Sample Size Enough for a ±3 CI; Score taken from school level report	1.0-1.24	1.25-1.49	1.50-3.44	3.45-4.0
ALL	Survey Staff: Considering everything, I am satisfied working at my school / department.	Survey Staff: Considering everything, I am satisfied working at my school / department.	Sample Size Enough for a ±3 CI; Score taken from school / department level report by grade level	1.0-1.24	1.25-1.49	1.50-3.44	3.45-4.0

High School Site Administrator Scoring Example

Level	School-Level Data 50%	3.28		Instructional Leadership 50%	3.63

Administrator's Overall Score — 3.45

Admnistrator's Overall Rating — Excelling

Level	School-Level Data 50%	3.28
HS	District Math Assessments	2
HS	District English Assessments	4
HS	District Arts Assessments	4
HS	District Science Assessments	3
HS	District Social Studies Assessments	3
HS	SAT 10 Math	4
HS	SAT 10 Reading	4
HS	SAT 10 Language	3
HS	AIMS Math Performance Level Composite	4
HS	AIMS Math Growth Percentile	
HS	AIMS Reading Performance Level Composite	4
HS	AIMS Reading Growth Percentile	
HS	AIMS Write Performance Level Composite	4
HS	AIMS Science Performance Level Composite (Three year District History 43-53)	
HS	ACT Math (3 year District Range 25-33%)	3
HS	ACT Reading (3 year District Range 25-33%)	2
HS	ACT English (3 year District Range 45-49%)	3
HS	ACT Science (3 year District Range 12-20%	2
HS	AZ Learns School Label	4
HS	AP Assessments (currently not collected at District Level)	
HS	IB Assessments (currently not collected at District Level)	
HS	AZELLA Proficiency	
HS	AZELLA Growth A	
HS	Student Survey: 1. I am satisfied with the overall Quality of my school.	3
HS	Survey Parent: 4. My child's school does an excellent job of educating students.	
HS	Survey Staff: Considering everthing, I am satisfied working at my school / department.	3

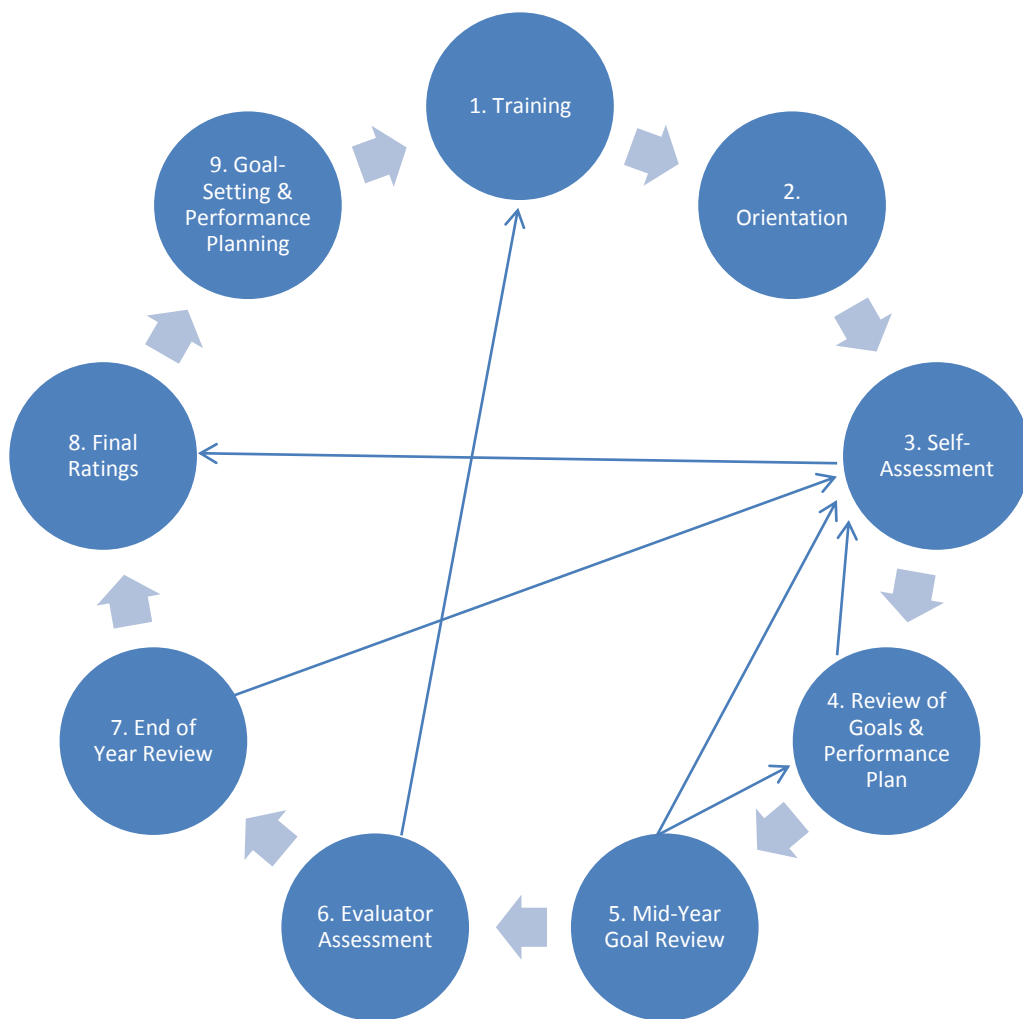| Instructional Leadership 50%	3.63
Domain 1: Site Administrator Demonstrates Strategic Leadership	**3.75**
1a. School Vision, Mission and Strategic Goals	4
1b. Continuous Improvement Plan	3
1c. Leading Change	4
1d. Distributive Leadership	4
Domain 2: Site Administrator Demonstrates Instructional Leadership	**3.25**
2a. Curriculum, Instruction, Learning and Assessment	4
2b. Instructional Time	3
2c. Implementing High-quality Instruction	2
2d. High Expectations for all Students	4
Domain 3: Site Administrator Demonstrate School Culture and Equity Leadership	**3.50**
3a. Purposeful Community	4
3b. Commitment to using Every Student, Every Day, Prepared to meet Tomorrow	4
3c. Embracing Diversity	3
3d. Efficacy, Empowerment and a Culture of Continuous Improvement	3
Domain 4: Site Administrator Exhibits Leadership and Professional Development of Staff to Impact Student Achievement	**4.00**
4a. Professional Development/Learning Communities	4
4b. Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff	4
4c. Teacher and Staff Evaluation	4
Domain 5: Site Administrator Demonstrates Managerial Leadership	**3.60**
5a. School Resources and Budget	4
5b. Conflict Management and Resolution	3
5c. Systematic Communication	4
5d. School-wide Expectations for Students and Staff	3
5e. Supporting Policies and Procedures	4
Domain 6: Site Administrator Demonstrates External Development Leadership	**3.67**
6a. Family and Community Involvement and Outreach:	4
6b. Professional Leadership Responsibilities	4
6c. Advocacy for the School	3

Elementary Site Administrator Scoring Example

Administrator's Overall Score	2.52

Admnistrator's Overall Rating	*Proficient*

Level	School-Level Data 50%	2.69
ES	District Math Assessments	2
ES	K-1 Universal Math Composite	
ES	K-1 Universal Math Growth	
ES	DIBELS Composite NFS (If tested school wide)	2
ES	DIBELS Growth (if tested school wide)	
ES	Final AZAC Composite	
ES	AZAC Growth	3
ES	AIMS Math Performance Level Composite	3
ES	AIMS Math Growth Percentile	
ES	AIMS Read Performance Level Composite	3
ES	AIMS Read Growth Percentile	
ES	AIMS Write Performance Level Composite	2
ES	AIMS Science Performance Level Composite	
ES	SAT 10 Language	3
ES	SAT 10 Math	3
ES	SAT 10 Reading	3
ES	Explore Math (3 year District Range 25-33%)	2
ES	Explore Reading (3 year District Range 25-33%)	2
ES	Explore English (3 year District Range 45-49%)	4
ES	Explore Science (3 year District Range 12-20%	2
ES	AZ Learns School Label	3
ES	AZELLA Proficiency	
ES	AZELLA Growth	
ES	Survey Parent: 4. My child's school does an excellent job of educating students.	3
ES	Student Survey: 1. I am satisfied with the overall Quality of my school.	
ES	Survey Staff: Considering everything, I am satisfied working at my school / department.	3

Instructional Leadership 50%	2.36
Domain 1: Site Administrator Demonstrates Strategic Leadership	**2.50**
1a. School Vision, Mission and Strategic Goals	3
1b. Continuous Improvement Plan	3
1c. Leading Change	2
1d. Distributive Leadership	2
Domain 2: Site Administrator Demonstrates Instructional Leadership	**2.75**
2a. Curriculum, Instruction, Learning and Assessment	2
2b. Instructional Time	2
2c. Implementing High-quality Instruction	3
2d. High Expectations for all Students	4
Domain 3: Site Administrator Demonstrate School Culture and Equity Leadership	**2.75**
3a. Purposeful Community	1
3b. Commitment to using Every Student, Every Day, Prepared to meet Tomorrow	4
3c. Embracing Diversity	3
3d. Efficacy, Empowerment and a Culture of Continuous Improvement	3
Domain 4: Site Administrator Exhibits Leadership and Professional Development of Staff to Impact Student Achievement	**1.67**
4a. Professional Development/Learning Communities	2
4b. Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff	1
4c. Teacher and Staff Evaluation	2
Domain 5: Site Administrator Demonstrates Managerial Leadership	**1.80**
5a. School Resources and Budget	2
5b. Conflict Management and Resolution	1
5c. Systematic Communication	2
5d. School-wide Expectations for Students and Staff	2
5e. Supporting Policies and Procedures	2
Domain 6: Site Administrator Demonstrates External Development Leadership	**2.67**
6a. Family and Community Involvement and Outreach:	2
6b. Professional Leadership Responsibilities	2
6c. Advocacy for the School	4

Peoria Site Administrator Evaluation

Evaluation Process

1. Training
- Every person involved in the evaluation process must receive training to ensure reliability and validity and makes certain that everyone has the same foundational knowledge to apply to this high stakes decision-making process (Summer).

2. Orientation
- The District will provide orientation on the evaluation system at the beginning of each school year prior to the opening of school. This will ensure that site administrators who are new to the system will have the knowledge they need to actively participate in their own evaluations. It will also provide a forum for District staff to review the system and communicate any changes made from the previous year (Summer).

3. Self-Assessment
- Each site administrator will complete a self-assessment using the rubric in the Peoria Site Administrator Evaluation System. This step in the process provides the person being evaluated with the opportunity to reflect on personal performance over the course of the previous year and apply the unique aspects of their current setting (August/September).

4. Review of Goals and Performance Plan
- The evaluator and evaluatee will review the school's annual goals as well as the preformance plan for the person being evaluated. This allows the site administrator to reflect the context and setting of the year, as well as reflect changes in district initiatives. The site administrator will present these goals to their staff, parents, and community (By the end of First Quarter).

5. Mid-Year Goal Review
- The site administrator will report the progress toward achieving school goals. This report will be presented in public (January/February)

6. Evaluator Assessment
- Evaluators will review the progress of site administrators throughout the year and record their ratings on the rubric as information is collected. This is not a year-end activity, but rather one that is conducted in a consistent and ongoing manner (ongoing, throughout the year).

7. End of Year Review
- The evaluator and site administrator being evaluated discuss the site administrator's performance ratings, self-assessment ratings, artifacts and any evidence needed to support whether the self-assessment or evaluator ratings.

8. Final Ratings
- Should the evaluator and the site administrator being evaluated not agree on the final ratings during the end of year review, they should determine what additional evidence is needed in order to arrive at the appropriate rating. the suggested two-week period provides adequate time to collect and summarize the evidence and have a discussion to detemine final ratings (June/July).

9. Goal-Setting & Performance Planning
- Using the final ratings on the evaluation, the site administrator will develop a goals that will include three School Goals (at least one long-term goal), and student achievement goals These will be approved by and set in conjunction with the evaluator (summer).

Peoria Unified

School District

Site Administrator

Evaluation Cycle

1. Training

9. Goal-Setting & Performance Planning

2. Orientation

8. Final Ratings

3. Self-Assessment

7. End of Year Review

4. Review of Goals & Performance Plan

6. Evaluator Assessment

5. Mid-Year Goal Review

Site Administrator Self-Reflection Form

Site Administrator Name:	School:
Evaluator:	School Year:

Domain 1: Strategic Leadership	Unsatisfactory	Developing	Proficient	Excelling
1a. School Vision, Mission, and Strategic Goals				
1b. Continuous Improvement Plan				
1c. Leading Change				
1d. Distributive Leadership				
Domain 1 Comments:				

Domain 2: Instructional Leadership	Unsatisfactory	Developing	Proficient	Excelling
2a. Curriculum, Instruction, Learning, and Assessment				
2b. Instructional Time				
2c. Implementing High Quality Instruction				
2d. High Expectations for all Students				
Domain 2 Comments:				

Domain 3: School Culture and Equity Leadership	Unsatisfactory	Developing	Proficient	Excelling
3a. Purposeful Community				
3b. Commitment to Using Every Student, Every Day, Prepared to Meet Tomorrow				
3c. Embracing Diversity				
3d. Efficacy, Empowerment, and a Culture of Continuous Improvement				
Domain 3 Comments:				

Domain 4: Professional Development Leadership	Unsatisfactory	Developing	Proficient	Excelling
4a. Professional Development/Learning Communitie				
4b. Recruiting, Hiring, Mentoring and Dismissal of Staff				
4c. Teacher and Staff Evaluation				
Domain 4 Comments:				

Domain 5: Managerial Leadership	Unsatisfactory	Developing	Proficient	Excelling
5a. School Resources and Budget				
5b. Conflict Management and Resolution				
5c. Systematic Communication				
5d. School-Wide Expectations for Students and Staff				
5e. Supporting Policies and Procedures				
Domain 5 Comments:				

Domain 6: External Development Leadership	Unsatisfactory	Developing	Proficient	Excelling
6a. Family and Community Involvement Outreach				
6b. Professional Leadership Responsibilities				
6c. Advocacy for the School				
Domain 6 Comments:				
Overall Comments:				

Site Administrator Goal Setting Form

Site Administrator Name:	**School:**
Evaluator:	**School Year:**

List at least three school goals, minimum of one long term, for the next school year that will help the school improve in terms of quality teaching and improved student growth. Goals should be specific and measureable. Action steps associated with the long term goal should be achievable within one year. These goals should be aligned with District goals and address areas that need to be improved according to the results of the ratings on professional practices. Please note that this process does not require a goal for each standard, but rather that the site administrator prioritize the work that needs to be done on their campus, and address the standards most in need of improvement. You will also be setting student achievement goals based on the template presented.

Goal	
Domain/Component Addressed	
Rationale	
Action Steps to Address Goal	
Desired Outcome(s)	
Evidence of Achievement of Outcome(s)	
Dates When Evidence Will Be Collected (at least twice during the year)	
Timeline	

Goal	
Domain/Component Addressed	
Rationale	
Action Steps to Address Goal	
Desired Outcome(s)	
Evidence of Achievement of Outcome(s)	
Dates When Evidence Will Be Collected (at least twice during the year)	
Timeline	

Goal	
Domain/Component Addressed	
Rationale	
Action Steps to Address Goal	
Desired Outcome(s)	
Evidence of Achievement of Outcome(s)	
Dates When Evidence Will Be Collected (at least twice during the year)	
Timeline	

Insert Student Achievement Goals Template here

Site Administrator Signature:_____   Date:_____

Evaluator Signature:_____   Date:_____

_____ Approved   _____ Not Approved (see comments below)

Comments for resubmittal:

Site Administrator Evidence Collection Form

Site Administrator Name:		
School:	**Evaluator Name:**	
Evidence Collection Date:	**Time In:**	
Purpose: Observation ☐	Feedback ☐	Data ☐

Domains/Components

Observed	Not Observed	Discussion Points	**Observed:** The skill was observed or evidence was seen by the observer. **Not Observed:** The skill was not observed and little to no evidence was seen by the observer **Discussion Points:** These are indicators that the observer may want to discuss further or seek clarification on in a post observation conference.
			Domain 1: Strategic Leadership
			1a. School Vision, Mission, and Strategic Goals
			1b. Continuous Improvement Plan
			1c. Leading Change
			1d. Distributive Leadership
			Domain 2: Instructional Leadership
			2a. Curriculum, Instruction, Learning, and Assessment
			2b. Instructional Time
			2c. Implementing High Quality Instruction
			2d. High Expectations for all Students
			Domain 3: School Culture and Equity Leadership
			3a. Purposeful Community
			3b. Commitment to Using Every Student, Every Day, Prepared to Meet Tomorrow
			3c. Embracing Diversity
			3d. Efficacy, Empowerment, and a Culture of Continuous Improvement
			Domain 4: Professional Development Leadership
			4a. Professional Development/Learning Communities

			4b. Recruiting, Hiring, Mentoring and Dismissal of Staff
			4c. Teacher and Staff Evaluation

Notes/Comments/Reflections

			Domain 5: Managerial Leadership
			5a. School Resources and Budget
			5b. Conflict Management and Resolution
			5c. Systematic Communication
			5d. School-Wide Expectations for Students and Staff
			5e. Supporting Policies and Procedures

Notes/Comments/Reflections

			Domain 6: External Development Leadership
			6a. Family and Community Involvement Outreach
			6b. Professional Leadership Responsibilities
			6c. Advocacy for the School

Notes/Comments/Reflections

Mid-Year Performance Discussion

Name:	Position:
School(s):	Date:
Evaluator(s):	

Goal:

Goal and Action Steps	Status of Action Steps	Barriers to Successful Completion/ Implementation	Strategies to Address Barriers	Comments

Goal:

Goal and Action Steps	Status of Action Steps	Barriers to Successful Completion/ Implementation	Strategies to Address Barriers	Comments

Goal:

Goal and Action Steps	Status of Action Steps	Barriers to Successful Completion/ Implementation	Strategies to Address Barriers	Comments

PUSD Site Administrator Evaluation Rubric

Domain 1: Site Administrator Demonstrates Strategic Leadership			
1a. School Vision, Mission and Strategic Goals: Site Administrator develops the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitating their integration into the life of the school community. (ISLLC Standard 1)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
Vision, mission, values, beliefs and strategic goals of school are: ☐ Not evident or familiar to staff and other stakeholders ☐ Developed by school administrators working in relative isolation ☐ Not integrated into the life of the school community	Vision, mission, values, beliefs and strategic goals of school are: ☐ Developed through a collaborative process with staff (WIG) ☐ Focused on student achievement data ☐ Part of routine school communications with staff and other stakeholders	…and Establishes strategic goals for students and staff that are: ☐ Routinely updated ☐ Based on the analysis of multiple sources of information ☐ Aligned with District priorities ☐ Publicly available at the school	…and ☐ Staff incorporates identified strategies in their instructional plans to assure that students achieve expected outcomes ☐ Staff leadership roles in updating the school's vision, mission and strategic goals ☐ Staff members assume responsibility for implementing the school's vision, mission and strategic goals
1b. Continuous Improvement Plan: Site Administrator ensures that the continuous improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data. (ISLLC Standard 2)			
☐ Systems and processes for planning and managing change are not evident ☐ Works primarily in isolation to develop the improvement plan ☐ Tracking of student and school progress toward achievement of school goals is limited to indicators needed to meet accountability requirements.	Communicates effectively to staff and other stakeholders: ☐ Personal commitment to continuous school and District improvement ☐ Components of school's improvement plan ☐ Progress toward meeting school improvement goals and outcomes	…and Establishes clear and consistent processes and systems to: ☐ Monitor progress toward achieving school improvement goals and student outcomes ☐ Regularly revise school improvement goals and outcomes based on data analysis and monitoring efforts ☐ Tracking progress of all students	…and School staff adhere to established processes and procedures to: ☐ Fully and conscientiously implement all aspects of the improvement plan ☐ Developing, in collaboration with school administrators, short-term and long-term plans to identify and address barriers to positive changes within the school

*For the purpose of this evaluation, School Improvement Plan and Continuous Improvement Plan are synonymous.

PUSD Site Administrator Evaluation Rubric

Domain 1: Site Administrators Demonstrates Strategic Leadership			
1c. **Leading Change**: Site Administrator collaboratively develops a vision and leads implementation strategies for improvement and changes which result in improved achievement and developmental outcomes for all students. (ISLLC Standard 2)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
Addresses school challenges without systems or processes in place for: ☐ Resistance to change ☐ Planning ☐ Prioritizing ☐ Managing change ☐ Monitoring progress ☐ Addressing barriers to change	☐ Acknowledges the importance of meaningful change ☐ Provides support for change efforts within the school ☐ Coaches others in leading change	…and Establishes clear and effective systems and processes to: ☐ Select the school's leadership team ☐ Provide opportunities for all staff to engage in school change efforts ☐ Drive planning, monitoring, and resource allocation processes ☐ Manage change	…and Empowers and sets expectations for staff to: ☐ Lead school wide planning efforts ☐ Anticipate, identify and address barriers to positive change ☐ Take action to address barriers to achieving the school's vision, mission and goals ☐ Identify and implement research based instructional strategies appropriate for addressing school and student needs
1d. **Distributive Leadership**: Site Administrator creates and utilizes processes to distribute leadership and decision making throughout the school. (ISLLC Standard 1)			
☐ Staff and other stakeholders have little involvement in the school's decision making processes ☐ Collects input from staff and other stakeholders but does not use it to inform decisions	☐ Includes parents, families and the larger school community in decision making processes ☐ Assumes responsibility for decision making process and the resulting decisions ☐ Makes decisions unilaterally when necessary	…and Staff are involved in: ☐ Selecting and implementing effective improvement strategies ☐ Monitoring progress towards the mission, vision and goals ☐ The development and implementation of the school's mission, vision and goals.	…and Staff take responsibility for: ☐ Selecting and implementing effective improvement strategies ☐ Assessing and monitoring progress towards achieving the vision, mission and strategic goals. ☐ Leading planning and monitoring efforts ☐ Participate in meaningful leadership activities throughout the school ☐ Assume responsibility for making decisions related to implementation of the continuous improvement plan

PUSD Site Administrator Evaluation Rubric

Domain 1: Site Administrator Demonstrates Strategic Leadership					
Examples of Artifacts That May Be Used to Support Rating	**Evidence Provided by Artifact:**				
☐ Continuous Improvement Plan*					
☐ Teacher Feedback*					
☐ Parent Feedback					
☐ Student Feedback					
☐ Supervisor Feedback					
☐ Meeting agendas, minutes and rosters					
☐ Teacher Lesson Plans					
☐ Minutes of Planning Sessions					
☐ Teacher Turnover Rates					
☐ Communications					
☐ Descriptions of processes and procedures					
☐ Parent newsletters					
☐ School vision, mission and goals					
☐ Business and/or community resource agreements					
☐					
☐					
☐					

Ratings:	U (1)	D (2)	P (3)	Ex (4)	Average Score on Domain 1 =
a. School Vision, Mission and Strategic Goals					
b. Continuous Improvement Plan					
c. Leading Change					
d. Distributive Leadership					

Evaluator Comments:

Response of Site Administrator Being Evaluated:

*Artifact is required for all site administrators

PUSD Site Administrator Evaluation Rubric

Domain 2: Site Administrator Demonstrates Instructional Leadership			
2a. **Curriculum, Instruction, Learning and Assessment**: Site Administrator enables school-wide conversations about standards for curriculum, instruction, assessment and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school's curriculum and instructional approaches. (ISLLC Standard 1 and 2)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
☐ Little or ineffective coaching and development to assist instructional staff in curriculum, instruction, learning and assessment	☐ Articulates the required or desired District instructional initiatives to staff and other stakeholders ☐ Reinforces the instructional initiatives through school wide activities and the District's curriculum ☐ Supports some coaching and development efforts to assist instructional staff ☐ Uses data to differentiate instruction and assessment	…and Implements an instructional approach that is: ☐ Focused on improving student performance ☐ Aligned with student performance standards ☐ Supported by research ☐ Enhanced by the use of appropriate technologies ☐ Reflective of input from staff with expertise in content areas ☐ Regularly evaluates the effectiveness of curriculum, instruction, and assessment strategies used with students	…and Establishes clear and consistent procedures that engage staff in: ☐ Developing and implementing ideas for improving student learning ☐ Using research based best practices ☐ Using ideas generated during collaborative discussions to inform school improvement plans ☐ Suggests revisions to curriculum, instruction, learning and assessment approaches based on school wide discussions and idea generation ☐ Initiating classroom based changes based on discussions with colleagues and results of data analysis. ☐ Reflecting on their performance and their students' progress ☐ Making corrections to their adjustments based on personal reflection
2b. **Instructional Time**: Site Administrator creates processes and schedules which maximize instructional, collaborative and preparation time. (ISLLC Standard 3)			
☐ Allows interruptions to instruction throughout the day ☐ Creates unnecessary interruptions during the school day	☐ Limits interruptions to instruction ☐ Manages time so teaching and learning are the school's top priority	…and ☐ Implements a master schedule that maximizes planning and collaboration time for all teachers ☐ Quickly and efficiently resolves issues that could potentially disrupt the school day ☐ Implements procedures prohibiting unnecessary interruptions to the school day	…and Staff members protect instructional time by: ☐ Assuring that students stay on task ☐ Limiting transitions that can influence time available

PUSD Site Administrator Evaluation Rubric

Domain 2: Site Administrator Demonstrates Instructional Leadership			
2c. **Implementing High-quality Instruction**: Site Administrator supports teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant and appropriate instruction and learning experiences are delivered to and for all students. (ISLLC Standard 2 and 3)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
☐ Provides little or no job embedded or standards based professional development ☐ Coaching of staff is limited to addressing immediate issues without respect to long-term goals	☐ Aligns professional development offerings with the school's most critical needs ☐ Actively engages in professional development activities along with staff ☐ Provides timely and useful feedback to teachers regarding their performance	…and Targets professional development toward improvement of: ☐ Relevance of learning experiences ☐ Quality of classroom instruction ☐ Ability of teachers to meet the needs of all students ☐ Monitors teachers' use of instructional strategies and approaches learned through professional development ☐ Evaluates professional development activities to assure that they result in improved instructional and assessment practices	…and Staff members: ☐ Collaboratively plan for effective instruction ☐ Participate in professional development activities designed to develop and sustain their leadership capacity ☐ Expands professional development opportunities by creating job embedded training activities ☐ Identify their professional development needs ☐ Plan professional development activities to address identified needs ☐ Monitor their performance following professional development to ensure they apply lessons learned
2d. **High Expectations for all Students**: Site Administrators holds all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes. (ISLLC Standard 1 and 2)			
Student outcomes and educator goals are: ☐ Not evident or poorly aligned with District priorities	☐ Communicates a belief in high measurable goals and outcomes for students and staff ☐ Sets high, measurable goals for student learning	…and ☐ Holds staff accountable for meeting student achievement goals ☐ Personifies high expectations for staff by conscientiously pursuing stated goals ☐ Leads school efforts to set individual learning/growth goals for students	…and ☐ Staff members take responsibility for ensuring that all students achieve the rigorous outcomes established for them

PUSD Site Administrator Evaluation Rubric

Domain 2: Site Administrator Demonstrates Instructional Leadership	
Examples of Artifacts That May Be Used to Support Rating	**Evidence Provided by Artifact:**
☐ Continuous Improvement Plan*	
☐ Teacher Feedback*	
☐ Supervisor Feedback	
☐ Parent Feedback	
☐ Student Feedback	
☐ Documentation of Progress Monitoring	
☐ Master Schedule	
☐ Student Achievement Data	
☐ Teacher Turnover Rates	
☐ Teacher Lesson Plans	
☐ Evidence of Ongoing Professional Development	
☐	
☐	
☐	

Ratings:	U (1)	D (2)	P (3)	Ex (4)	Average Score for Domain 2 =
a. Curriculum, Instruction, Learning and Assessment					
b. Instructional Time					
c. Implementing High-quality Instruction					
d. High Expectations for all Students					

Evaluator Comments:

Response of Site Administrator Being Evaluated:

*Artifact is required for all site administrators

PUSD Site Administrator Evaluation Rubric

Domain 3: Site Administrator Demonstrates School Culture and Equity Leadership			
3a. **Purposeful Community**: Site Administrator articulates and models a clear vision of the school's culture, and involves students, families and staff in creating a climate that supports it. (ISLLC Standard 1 and 2)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
Communication with families and the community is: ☐ School culture is not welcoming to visitors ☐ Infrequent ☐ Not focused on including them in the school's activities	Invites families and community members into the school to participate in: ☐ Communicates to families and the community the importance of their involvement in support of student learning ☐ Decision making processes related to school operations ☐ Parent conferences to set learning goals and monitor/support progress ☐ Activities to learn about how to help students	…and ☐ Establishes a school culture based on collaboration among and between students, parents, staff and the community ☐ Consistently monitors school culture to ensure that it is conducive to student learning ☐ Engages staff, parents, students, and others in meaningful discussion to address issues before they become challenging ☐ Families participate in a wide variety of meaningful activities and decision making processes related to their children's education	…and ☐ Parents and staff seek opportunities to collaborate on school improvement and student learning initiatives Parents have a sense of ownership regarding: ☐ Their children's education ☐ Increasing the consistency and intensity of their involvement in student learning initiatives ☐ Inviting other parents to join them in school activities
3b. **Commitment to using Every Student, Every Day, Prepared to meet Tomorrow**: Site Administrator values the cognitive, physical, social and emotional health and growth of every student. (ISLLC Standard 1 and 5)			
☐ Does not understand the interconnectedness of students' cognitive, physical, social and emotional health	☐ Conveys an understanding of the integration of students' cognitive, physical, social and emotional health	…and ☐ Implements a comprehensive approach to learning that integrates research based practices to address students' cognitive, physical, social and emotional health and welfare ☐ Monitors and evaluates the school's activities and initiatives to assure that all of the students' needs are addressed. ☐ Ensures that all staff are well versed in identifying and addressing all student needs ☐ Seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs	…and ☐ Staff members implement an approach to teaching that addresses student needs in an integrated and comprehensive manner

PUSD Site Administrator Evaluation Rubric

Domain 3: Site Administrator Demonstrate School Culture and Equity Leadership			
3c. **Embracing Diversity**: Site Administrator demonstrates a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and providing direction in meeting the needs of diverse student talents, experiences and challenges. (ISLLC Standard 2, 4 and 5)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**

☐ Sets expectations that are the same for all students without consideration of their unique backgrounds, needs or skills	☐ Understands the diversity of the school community
	
	☐ Articulates the need for developing cultural understanding
	
	☐ Recognizes that diversity is an asset to the school
	
	☐ Provides all students opportunities to showcase their skills and talents
		…and
		
		Sets the expectation that all students will:
		☐ Achieve at least one year of growth for one year of instruction
		☐ Graduate from high school
		☐ Be college or career ready at time of high school graduation and
		☐ Demonstrates an appreciation for and sensitivity to diversity in the school community by:
		  - Implementing activities and services to assist students and families from diverse cultures
		  - Implementing culturally responsive instructional approaches
		  - Ensures that all students are treated with respect and dignity
		  - Recognizes students for their unique talents and skills
			…and
			
			☐ Staff and community initiate actions that encourage an inclusive climate of respect for student diversity
			
			Students:
			
			☐ Accept and respect students who are different from them
			☐ Expect their peers to value diversity

3d. **Efficacy, Empowerment and a Culture of Continuous Improvement**: Site Administrator fosters a school culture that encourages continual improvement through innovation, risk-taking and data driven decision making. (ISLLC Standard 2)			

☐ Uses data and assessments infrequently to monitor progress
☐ Staff and other stakeholders rarely use data to identify needed improvements to teaching and learning activities
	☐ Communicates the need for using data for decision making
	☐ Student outcome and assessment data are used for monitoring progress and decision making
		…and
		
		☐ Models appropriate and consistent use of data and utilizes the capacity of all stakeholders to use data for decision making
		☐ Creates a culture of risk taking and learning within the school by continually:
		  - Developing new initiatives and monitoring their impact on student learning
		  - Eliminating ineffective activities and initiatives
			…and
			
			☐ Engages staff, stakeholders and invited experts to evaluate instructional approaches and progress toward achieving goals and outcomes
			☐ Activates and sustains a school wide system for monitoring and evaluating progress toward achieving school goals and student outcomes
			☐ Staff and other

June 18, 2012		- Fostering the use of data to continually learn about the impact of school initiatives - Consistently and effectively using evaluation information to drive changes to instructional approaches	stakeholders recommend activities and initiatives for elimination or scale back

PUSD Site Administrator Evaluation Rubric

<table>
<tr><td colspan="6">Domain 3: Site Administrator Demonstrates School Culture and Equity Leadership</td></tr>
<tr><td colspan="2">Examples of Artifacts That May Be Used to Support Rating</td><td colspan="4">Evidence Provided by Artifact:</td></tr>
<tr><td colspan="2">☐ Continuous Improvement Plan*</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ Teacher Feedback*</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ Supervisor Feedback</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ Parent Feedback</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ Student Feedback</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ Teacher Turnover Rates</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ High School Graduation Rates Disaggregated by Race/Ethnicity, Gender, SES and other factors</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ RTI Models
Seeking Input/Surveys</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ Site Council/Booster Club Agendas</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ Staff Trainings</td><td colspan="4"></td></tr>
<tr><td colspan="2">☐ Meeting Sign in Sheets</td><td colspan="4"></td></tr>
<tr><td>Ratings:</td><td>U (1)</td><td>D (2)</td><td>P (3)</td><td>Ex (4)</td><td>Average Score for Domain 3 =</td></tr>
<tr><td>a.   Purposeful Community</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>b.   Commitment to using Every Student, Every Day, Prepared to meet Tomorrow</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>c.   Embracing Diversity</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>d.   Efficacy, Empowerment and a Culture of Continuous Improvement</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6">Evaluator Comments:</td></tr>
<tr><td colspan="6">Response of Site Administrators Being Evaluated:</td></tr>
</table>

*Artifact is required for all site administrators

PUSD Site Administrator Evaluation Rubric

Domain 4: Site Administrator Exhibits Leadership and Professional Development of Staff to Impact Student Achievement

4a. **Professional Development/Learning Communities**: Site Administrator ensures that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning and develops teachers in a manner that is consistent with the District's mission, vision, policies and strategic plan. (ISLLC Standard 2)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
Professional development is ☐ Of poor quality ☐ Not tailored to meet staff needs ☐ Not focused on student learning ☐ Not research based ☐ Not job embedded	Provides professional development that is: ☐ Job embedded ☐ Research based ☐ Designed to meet student learning needs ☐ Aligned with the continuous improvement plan ☐ Demonstrates a commitment to professional development by participating in professional development that is aligned with his or her professional needs	…and ☐ Coaches staff to assume leadership roles within the school ☐ Provides opportunities for staff to use leadership skills ☐ Assures that professional development offerings enhance staff performance	…and Engages staff in: ☐ Reflection on personal performance ☐ Identifying professional development needs based on personnel and program evaluation results ☐ Selecting most appropriate methods for professional development Staff take responsibility for their own learning by: ☐ Participating in professional learning communities ☐ Assuming leadership roles within professional learning communities ☐ Collaborating with colleagues to identify solutions to difficult problems ☐ Anticipating and identifying their professional development needs

4b. **Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff**: Site Administrator establishes and effectively manages processes and systems that ensure a high-quality, high-performing staff. (ISLLC Standard 3)			
☐ Makes personnel decisions and engages in activities such as recruiting, hiring, assigning, evaluating and dismissing staff without consideration of strategic goals and student outcomes	☐ Provides support for new teachers and staff members to help ensure their success ☐ Adheres to District and state policies, laws and procedures related to personnel activities ☐ Performance money ☐ Implements the District's 301 Program	…and ☐ Attracts and retains effective staff ☐ Fosters positive professional relationships with staff ☐ Follows District procedures to implement plans of improvement, when necessary ☐ Focuses mentoring and coaching efforts on teachers in most need of support and advice to improve their performance ☐ Places staff where they are needed most to address student learning needs and within the parameters of District policy ☐ Dismisses or does not rehire teachers when necessary	…and ☐ Places personnel in positions to ensure that all students have equal access to highly effective teachers ☐ Ensures that all personnel decisions support student learning ☐ Recruits staff members with the best qualifications to address needs of students

PUSD Site Administrator Evaluation Rubric

Domain 4: Site Administrator Exhibits Leadership and Professional Development of Staff to Impact Student Achievement			
4c. **Teacher and Staff Evaluation**: Site Administrator evaluates staff performance using the District's evaluation tools in order to ensure that teachers and staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement. (ISLLC Standard 2 , 3 and 5)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
☐ Allows lapses in evaluation and observation system ☐ Follow-up on evaluation process is inconsistent and infrequent	Conducts staff evaluation activities: ☐ In line with District policies ☐ On time ☐ Using multiple measures	…and ☐ Provides on-going coaching for staff who have performance in need of improvement ☐ Uses evaluation results to identify professional development and growth needs of teachers and staff	…and ☐ Develops the capacity of staff to reflect on their own practice for the purpose of improving performance ☐ Holds all staff members accountable for student outcomes and school goals ☐ Staff hold themselves accountable for following the District's evaluation process ☐ Staff reflect on personnel evaluation results and take responsibility for improving performance over time

PUSD Site Administrator Evaluation Rubric

Domain 4: Site Administrator Exhibits Leadership and Professional Development of Staff to Impact Student Achievement					
Examples of Artifacts That May Be Used to Support Rating	**Evidence Provided by Artifact:**				
☐ Continuous Improvement Plan*					
☐ Number and Percent of Ineffective, Effective and Highly Effective Teachers*					
☐ Teacher Feedback*					
☐ Supervisor Feedback					
☐ Parent Feedback					
☐ Student Feedback					
☐ Personnel Evaluation Records					
☐ Teacher Turnover Rates					
☐ Professional Development Plan for the School					
☐ Agendas and Rosters for Professional Development Offerings					
☐ Agendas and Rosters for Professional Learning Community Meetings					
☐ 301 Completed Paperwork					
Ratings:	**U (1)**	**D (2)**	**P (3)**	**Ex (4)**	**Average Score for Domain 4 =**
a. Professional Development/Learning Communities					
b. Recruiting, Hiring, Placing, Mentoring and Dismissal of Staff					
c. Teacher and Staff Evaluations					

Evaluator Comments:

Response of Site Administrators Being Evaluated:

*Artifact is required for all site administrators

PUSD Site Administrator Evaluation Rubric

Domain 5: Site Administrator Demonstrates Managerial Leadership			
5a. **School Resources and Budget**: Site Administrator establishes systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement and healthy development for all students. (ISLLC Standard 3)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
☐ Does not follow standard accounting procedures in managing the school's budget ☐ Manages school's budget without respect to District guidelines ☐ Uses discretionary funds for activities other than support for teaching and learning ☐ Management structures to align resource use with student and staff needs are not in place	School resources are: ☐ Focused on teaching and learning ☐ Allocated according to priority needs ☐ Allocated in ways that support the attainment of strategic goals and student outcomes	…and ☐ Manages and monitors fiscal, physical and personnel resources efficiently and effectively ☐ Creates management structures to support the alignment of resource use with school goals and student outcomes Commits time and fiscal resources to: ☐ Continuous school improvement ☐ Professional development ☐ Develops external partnerships that support teaching and learning ☐ Leverages resources to fully fund instructional initiatives necessary to achieve school goals and student outcomes	…and ☐ Prioritizes school budget to ensure sustained support for worthwhile instructional activities, professional development, and other school-based improvement strategies over time
5b. **Conflict Management and Resolution**: Site Administrator effectively and efficiently enriches Ithe relationship among and between parents/guardians, students and staff. (ISLLC Standard 3 and 6)			
☐ Limited involvement in relationship building and conflict management to defuse tense or problematic situations	☐ Interactions with students, staff and other stakeholders in order to defuse potentially stressful situations are reactive.	…and ☐ Interactions with staff, students and other stakeholders in order to defuse potentially stressful situations are proactive ☐ Resolves issues as they arise to prevent potential problems ☐ Models fairness and consistency when dealing with students and staff ☐ Establishes counseling interventions	…and Administrator and Staff accept responsibility for their own relationships by: ☐ Anticipating problems and adjusting behaviors to avoid negative situations ☐ Engaging parents, students and colleagues in discussions designed to build positive relationships ☐ Coaching students and staff and other stakeholders to manage conflict and build relationships ☐ Empowering students, staff and others to engage each other in relationship building activities designed to avoid conflict and maintain a positive school culture ☐ Defining operational norms and adhering to them in their professional learning communities

PUSD Site Administrator Evaluation Rubric

Domain 5: Site Administrator Demonstrates Managerial Leadership			
5c. **Systematic Communication**: Site Administrator facilitates the design and utilization of various forms of formal and informal communication with all school stakeholders. (ISLLC Standard 1 and 3)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
☐ Communications with students, parents and the community are infrequent ☐ Responses to contact from parents and community members are neither timely nor meaningful	☐ Communications with students, staff and the community are focused on immediate activities or problems ☐ Responses to contact from parents and community members address specific needs or issues ☐ Prioritizes communication as a high need area for the school ☐ Invites parents and the community to share ideas and concerns	…and ☐ Communicates with students, staff, parents and other stakeholders frequently ☐ Responds meaningfully and promptly to contact from families and community members ☐ Offers a variety of venues for communication ☐ Invites parents and the community to lead communication activities	…and Promotes frequent and meaningful communication among students, staff and the community by: ☐ Creating opportunities for discussions ☐ Using existing communication structures such as newsletters and blogs ☐ Develops effective strategies to sustain positive, meaningful communications with parents, students and the community
5d. **School-wide Expectations for Students and Staff**: Site Administrator understands the importance of clear expectations, structures, rules and procedures for students and staff. (ISLLC Standard 1 and 3)			
☐ School rules and procedures are not in evidence ☐ Expectations for students and staff are unclear	☐ School rules and procedures include primarily those required by District administration ☐ Communicates expectations for students and staff ☐ Enforces rules and procedures for students and staff ☐ Routinely reviews and revises rules and procedures to assure their continued relevance and utility	…and ☐ Establishes and clearly articulates high expectations for all students and staff ☐ Creates and revises rules and procedures to maintain a safe and positive school culture conducive to student learning ☐ Demonstrates values, beliefs and attitudes that inspire students and staff to higher levels of performance	…and Staff: ☐ Engages students and staff members in developing expectations for learning and improved performance ☐ Encourages students and staff to reach higher levels of performance ☐ Monitors progress toward achieving expectations ☐ Monitors their own performance ☐ Strives to achieve high school-wide expectations Students: ☐ Monitor their own performance ☐ Strive to achieve expectations set by their teachers, parents and themselves.

PUSD Site Administrator Evaluation Rubric

Domain 5: Site Administrator Demonstrates Managerial Leadership			
5e. **Supporting Policies and Procedures**: Site Administrator familiarizes themselves with PUSD policies and procedures, and local, state and federal laws to insure they are consistently met. (ISLLC Standard 6)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
☐ Does not comply with all District policies and procedures ☐ Is familiar with local, state and federal laws and District policies and procedures	☐ Complies with all District policies and procedures ☐ Complies with local, state and federal laws	…and ☐ Inquires about policies/laws prior to making decisions ☐ Studies changes to laws and policies to maintain the school's compliance	…and ☐ Expands his/her sphere of influence to provide meaningful and timely input into the development of District and board policy

PUSD Site Administrator Evaluation Rubric

Domain 5: Site Administrator Demonstrates Managerial Leadership					
Examples of Artifacts That May Be Used to Support Rating	**Evidence Provided by Artifact:**				
☐ Continuous Improvement Plan*					
☐ Teacher Feedback*					
☐ Number and Percent of Highly Effective, Effective and Ineffective Teachers					
☐ Parent Feedback					
☐ Student Feedback					
☐ School Handbook					
☐ School Policies and Procedures Manual					
☐ Emails to staff, parents, students and the community					
☐ Minutes of Parent and Community Meetings					
☐ Rosters of Meeting Attendees					
☐ Faculty Meeting Minutes					
☐ School Budget					
☐ Discipline Referrals					
☐ Communication Logs					
☐ Teacher Turnover Rate					
☐					
Ratings:	**U (1)**	**D (2)**	**P (3)**	**Ex (4)**	**Average Score for Domain 5 =**
a. School Resources and Budget					
b. Conflict Management and Resolution					
c. Systematic Communication					
d. School-wide Expectations for Students and Staff					
e. Supporting Policies and Agreements					

Evaluator Comments:

Response of Site Administrator Being Evaluated:

*Artifact is required for all site administrators

PUSD Site Administrator Evaluation Rubric

Domain 6: Site Administrator Demonstrates External Development Leadership			
6a. **Family and Community Involvement and Outreach**: Site Administrators designs structures and processes that engage and support family and community ownership of the school. (ISLLC Standards 1, 3, 4 and 6)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
☐ Does not reach out to the community to become involved in school activities ☐ School culture does not welcome parents and community members as visitors to the school or individual classrooms	☐ Schedules community outreach activities ☐ Families participate in parent/teacher conferences and other activities specifically focused on their children	…and Encourages families and community members to become engaged in ☐ Student learning initiatives ☐ School decision making processes ☐ Models expectations by inviting parents and community members to serve on decision making committees ☐ Utilizes the use of community resources and agencies to provide health, social and other services to students and families	…and ☐ Establishes systems that support family and community involvement for the benefit of student learning ☐ Ensures that families and community members hold responsible and meaningful positions on decision making committees and task forces. ☐ Sustains a purposeful community among all stakeholders through implementation of strategies designed to sustain their involvement
6b. **Professional Leadership Responsibilities**: Site Administrator strives to improve the profession by collaborating with their colleagues, District leadership and other stakeholders to drive the development and successful implementation of PUSD initiatives. (ISLLC Standard 1, 3 and 6)			
☐ Does not understand the need for strong community and organizational relationships	☐ Understands the need for strong community and organizational relationships ☐ Interacts with community agencies and key stakeholders ☐ Adheres to all local, state and federal laws, District policies and regulations	…and ☐ Utilizes the network of agencies that provide health, social and other services to families ☐ Establishes and maintains strong, positive relationships with key community stakeholders and external agencies ☐ Assures that all school activities adhere to applicable rules, District policies and laws	…and ☐ Leverages relationships with external agencies, organizations and partners in ways that enable him/her to influence District, state and federal policies and laws for the benefit of teaching and learning ☐ Staff and parents provide support/feedback to enhance the opportunities for all students to be successful and workforce ready

PUSD Site Administrator Evaluation Rubric

Domain 6: Site Administrator Demonstrates External Development Leadership			
6c. **Advocacy for the School**: Site Administrator develops systems and relationships to leverage the District and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interest of students and families (ISLLC Standard 3 and 4)			
Unsatisfactory	**Developing**	**Proficient**	**Excelling**
☐ Community members and key stakeholders are not meaningfully engaged in the school's activities ☐ Has a superficial understanding of the community and issues it is facing	☐ Solicits community input and occasionally uses the input to inform decisions ☐ Involves community stakeholders in the school's activities	…and ☐ Recognizes that diversity is an asset to the school community ☐ Identifies and engages key community stakeholders ☐ Understands community values, interests and needs	…and ☐ Advocates throughout the school community for activities and initiatives that support teaching and learning ☐ Engages health, social and other services to meet the needs of students and families ☐ Maintains strong relationships with all key community stakeholders ☐ Expands personal reach and sphere of influence throughout the District and beyond in order to maximize support for school activities and initiatives and activities ☐ Activates initiatives to bring the community into the school facility to better understand its initiatives, culture and needs

PUSD Site Administrator Evaluation Rubric

Domain 6: Site Administrator Demonstrates External Development Leadership					
Examples of Artifacts That May Be Used to Support Rating	**Evidence Provided by Artifact:**				
☐ Continuous Improvement Plan*					
☐ Number and Percent of Highly Effective, Effective and Ineffective Teachers					
☐ Teacher Feedback					
☐ Supervisor Feedback					
☐ Parent Feedback					
☐ Student Feedback					
☐ Community Feedback/Community Service					
☐ Contact/Address Sheet					
☐ Calendar or Community Events					
☐ Site Council Calendar/Agenda/Minutes					
☐ Community Involvement of Site Administrators/Calendar					
☐ Evidence of Planning Student Involvement Career Day/University Day					
☐ Weekly or bi-weekly voice messenger – What's Happening/Upcoming Events					
Ratings:	**U (1)**	**D (2)**	**P (3)**	**Ex (4)**	**Average score for Domain 6 =**
a. Family and Community Involvement and Outreach					
b. Professional Leadership Responsibilities					
c. Advocacy for the School					

Evaluator Comments:

Response of Site Administrators Being Evaluated:

*Artifact is required for all site administrators

PEORIA UNIFIED SCHOOL DISTRICT

Site Administrator Name:

School Site:

School Year:

Final Summary

Final Summary

Site Administrator Name:	
School:	School Year:

	Score:
Domain 1 - Site Administrator Demonstrates Strategic Leadership Comments:	**Score:**
Domain 2 – Site Administrator Demonstrates Instructional Leadership:	**Score:**
Domain 3 – Site Administrator Demonstrates Cultural and Equity Leadership:	**Score:**
Domain 4 - Site Administrator Exhibits Leadership and Staff Development of Staff to Impact Student Achievement:	**Score:**
Domain 5 – Site Administrator Demonstrates Managerial Leadership:	**Score:**
Domain 6 – Site Administrator Demonstrates External Development Leadership:	**Score:**
Data Component:	**Score:**
Overall Comments:	**Score:**
Overall Rating:	

Insert Scoring Rubric Here

Site Administrator Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Acknowledgments

The following committee members gave of their time to help further the leadership practices in Peoria Unified School District. Their knowledge, leadership and expertise was very appreciated.

Site Administrator Committee Members

Ali Bridgewater, K12 Administrator
Rae Conelley, Principal
Heather Cruz, Deputy Superintendent
Marla Hobbs, Assistant Principal
Robert Keagle, K12 Administrator
Cindy Maas, Principal
Debbie McKintosh, Principal
Monique Molina, Assistant Principal
Linda Palles-Thompson, K12 Administrator
Steve Savoy, K12 Administrator
Vance Setka, Principal
Phil Stanfield, Principal
Tahlya Visintainer, Administrator for Human Resources
Joel Wakefield, Assistant Principal

The Peoria Unified School District extends many thanks to the Colorado Department of Education for their willingness to share their work, knowledge, and research surrounding principal and assistant principal evaluation. The PUSD Site Administrator Evaluation instrument is based on the Colorado Model Evaluation System for Principals and Assistant Principals.

Domain 1: Strategic Leadership	Unsatisfactory	Developing	Proficient	Excelling
1a. School Vision, Mission, and Strategic Goals				
1b. Continuous Improvement Plan				
1c. Leading Change				
1d. Distributive Leadership				
Domain 1 Comments:				

Domain 2: Instructional Leadership	Unsatisfactory	Developing	Proficient	Excelling
2a. Curriculum, Instruction, Learning, and Assessment				
2b. Instructional Time				
2c. Implementing High Quality Instruction				
2d. High Expectations for all Students				
Domain 2 Comments:				

Domain 3: School Culture and Equity Leadership	Unsatisfactory	Developing	Proficient	Excelling
3a. Purposeful Community				
3b. Commitment to Using Every Student, Every Day, Prepared to Meet Tomorrow				
3c. Embracing Diversity				
3d. Efficacy, Empowerment, and a Culture of Continuous Improvement				
Domain 3 Comments:				

Domain 4: Professional Development Leadership	Unsatisfactory	Developing	Proficient	Excelling
4a. Professional Development/Learning Communitie				
4b. Recruiting, Hiring, Mentoring and Dismissal of Staff				
4c. Teacher and Staff Evaluation				
Domain 4 Comments:				

Domain 5: Managerial Leadership	Unsatisfactory	Developing	Proficient	Excelling
5a. School Resources and Budget				
5b. Conflict Management and Resolution				
5c. Systematic Communication				
5d. School-Wide Expectations for Students and Staff				
5e. Supporting Policies and Procedures				
Domain 5 Comments:				

Domain 6: External Development Leadership	Unsatisfactory	Developing	Proficient	Excelling
6a. Family and Community Involvement Outreach				
6b. Professional Leadership Responsibilities				
6c. Advocacy for the School				
Domain 6 Comments:				
Overall Comments:				